

Chapter 13

Teaching Ethics of Artificial Intelligence: When Lyrics Pitch an Inclusive Melody for Interdisciplinary Assessments

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ABSTRACT

Implementing inclusive assessments for learning in this contemporary space of education has become an inevitable terrain for educators. Hence, scholars such as Nieminen (2024, p. 841) introduce inclusive assessment by first mentioning the Slee (2019) term “age of exclusion” as the ice breaker of inclusive assessment discourse. Inclusivity in education is prompted, amongst other things, by exclusions on the basis of student’s physical ability or disability, socio-economics, gender, and even their disciplines of study. Informed by an interactive teaching method as a theoretical framework, the objective of the chapter is to, with reference to the experience of a philosophy lecturer, suggest a tool or method the lecturer used when teaching Ethics of AI to 110 students ($n = 110$) from diverse disciplines. Accordingly, the chapter makes a claim that if music can cut through borders, class, race, etc, so can lyrical content of songs pitch an inclusive melody with an interdisciplinary appeal when assessing students from diverse backgrounds.

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INTRODUCTION

In a classroom comprised of students who are diverse in terms of backgrounds, ethnicities, class, age, genders, abilities and disabilities, it is essential from the day the course commences, that the lecturer sets an inclusive tone in the teaching and learning exchange. It is vital that this inclusivity will permeate into the assessments, which would also be inclusive in nature. Starting off with the former, which is an inclusive tone in teaching and learning exchange, where the intention to be inclusive as an educator comes with the intention to inform pedagogy for that intent to materialize. As a result, this places emphasis on the “how” when it comes to the approach and delivery of knowledge from the lecturer to the students in higher education. However, in addressing the “how” in the context of inclusive pedagogy it becomes important to also understand and know how to approach the “who” that will be the recipient of the pedagogy. It is Florian and Black-Hawkins (2011, p. 814) who raise the importance of an educator coming to class with the intention to not just appeal to most students but to appeal to all students. In that way, the intention to include informs the “who”. Moreover, appealing to all students considers most if not all the vantage points of a topic or theme discussed in class.

For instance, in an Ethics of AI class, a theme of discussion for the lesson could be the issue of privacy. Doing so in an interdisciplinary module will provide an opportunity for all students to participate, and make them feel involved and a part of the lecture (Florian and Black-Hawkins, 2011, p. 815). All students should feel that their chosen electives can be a credible source of knowledge to draw from when approaching issues of privacy. Having established the “who” as being diverse, the “how” will come from a more well-informed place, a place where the teaching pedagogy is intentionally built to create discourse in the classroom that accommodates all disciplines the students come from to allow for participation from all students. When students are able to participate and contribute in class it not only gives them confidence about the content of the course, but also empowers them to have the agency to complete assessments for the course.

In fact, this reveals that there is a strong correlation between inclusivity, interaction and interdisciplinary content when it comes to creating assessments in higher education institutions which will be inclusive to all students registered in such a course.

Thus, this introduces the latter, which is setting the tone for inclusive assessments. Nieminen (2024, p. 845) defines assessment for inclusion as an assessment that embraces student agency by considering all marginalized students [such as students with disabilities] in the framework of the social, political and cultural contexts of assessment. In addition, it is recognizing that students have a substantial role to play in contributing to their student agency. Oppressive social construction which may inform ability/disability, culture, race, class and gender can compromise inclusivity,

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